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ABSTRACT

Designed as a step book, this resource is intended to be used by all teachers, classroom volunteers, and parents for one-to-one or small group reading instruction. The resource provides a clear focus for guided reading groups and can be used with any text, on any grade level in elementary school. It could be a solution for the growing number of teachers who are being held accountable for students performing below grade-level in reading. Its scripted language and simple questions on each topic (Directionality, Picture Clues, Decoding, One-to-One Correspondence, High-frequency Words, Knowledge and Experience, Fluency, and Comprehension) provide an instructor with key prompts and reading strategies to support the reader. Also includes a reproducible assessment form for identifying students' strengths and weaknesses. (NKA)

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GUIDED READING COACHING TOOL

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by Daphne Byrd and Polly Westfall

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Note:
Publishers will give you the text level and the word count if you request it. A good source for leveling books is Heinemann's *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*, by Irene C. Fountas and Gay Su Pinnell.

Scripted language is provided for each topic, and sample questions, essential for teaching the key reading strategies, also are included. With repetition of the coached language, teachers help students develop strong reading habits, enabling them to become independent readers.

Used with our Guided Reading Assessment form, *Guided Reading Coaching Tool* is also effective for diagnosing specific strengths and weaknesses in individual readers. Teachers will find this assessment especially beneficial when sharing detailed information on report cards with parents about their child's reading progress.

Guided Reading Assessment

Use individually or with your guided reading group to identify students' strengths and weaknesses throughout the year.

Student's Name: _____

TEACHING STRATEGIES	Date Mastery Attained:	Comments:
Directionality	_____	_____
___ locates front of book		
___ locates title		
___ locates beginning of text		
___ locates first word		
___ turns pages correctly		
___ can show how to make a return sweep at the end of the line		
Picture Clues	_____	_____
___ locates characters in the picture		
___ identifies the feelings of the characters		
___ identifies the setting		
___ makes predictions from the pictures		
___ identifies problems from the pictures		
One-to-One Correspondence	_____	_____
___ points to words while reading		
___ pointing matches the spoken word		
Decoding	_____	_____
___ identifies beginning sounds		
___ identifies ending sounds		
___ recognizes chunks of words (rimes)		
___ recognizes vowel sounds		

DIRECTIONALITY COACHING

Be sure your students comprehend directionality. Check for a clear understanding of left-to-right, return sweep, and top-to-bottom sequencing of print in lines, sentences, and books.

1. Show me the front of the book.
2. Point to the title.
3. Open the book.
4. Which page do we read first?
5. Point to the first word we will read.
6. In which direction should we turn the page?
7. Where do our eyes go next after we get to the end of the line?

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How to Use the Guided Reading Assessment with GUIDED READING COACHING TOOL

This easy assessment can be utilized by teachers with individuals or with small, guided reading groups of four to six children to make optimal use of their guided reading instruction. First, teachers will want to determine their students' reading levels using a running record or Individual Reading Inventory. Once appropriate text is selected, the *Guided Reading Coaching Tool* will help teachers keep a clear focus on one particular reading strategy at a time. The Guided Reading Assessment will help teachers determine the strength and weaknesses in reading skills, providing a starting point for instruction. The strategies do *not* need to be taught in order.

Teachers need to use flexibility to address the needs of their learners. Early emergent readers will begin with Directionality and proceed through the steps as needed. They should be assessed more often than the more experienced readers. Transitional readers may have mastered the strategies for Directionality and One-to-One Correspondence, but they may still need to work on Picture Clues and Decoding. Their starting point will vary depending on the students' abilities. Fluent readers may begin with Comprehension, but they may still need to readdress individual skills on another strategy during other guided reading sessions.

ONE-TO-ONE CORRESPONDENCE COACHING

Teach your students to make sure each printed word matches the spoken word. Students can demonstrate one-to-one correspondence by pointing word for word when listening to the text being read aloud.

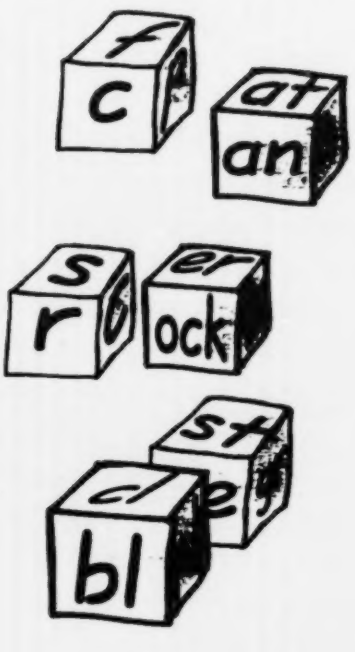
- Point to the words while you read.
- While you were pointing, did you run out of words, have too many words, or have just the right amount of words?
- Try to read again. I am going to make a small check mark each time you read a word. Let's see if my check marks match the number of words on the page.
- Now I'll point to the words while we read together. What happened when I finished reading? Did my finger stop pointing when I ran out of words?

FLUENCY COACHING

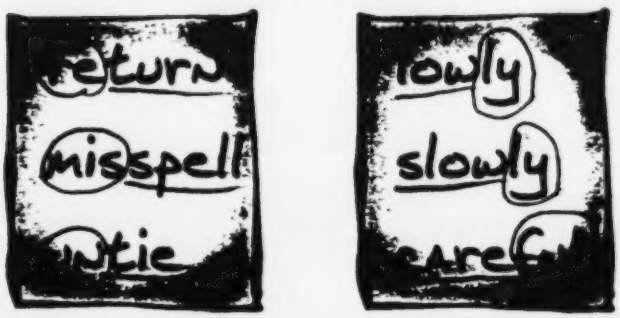
Help your students read the text with fluent, articulate sentences. Teach your students to read as if they are speaking with inflection in their voices.

- Read the text for me and point to the words.
- Read it now without using your finger. Did your eyes have any trouble keeping their place on the page?
- Read the text again, but now try to read it like you are talking.
- Point to the important punctuation marks that show you when to slow down.
- What should your voice do when you see a comma, a period, a question mark, or an exclamation mark?
- Listen to my voice as I read the next sentence. Am I reading at a fluent pace? Now, you try it.

CHUNKS



PREFIXES & SUFFIXES



BEGINNING & ENDING DIGRAPHS

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HIGH-FREQUENCY WORDS COACHING

Make students aware that many high-frequency words are not spelled the way they sound. Practice recognizing familiar words to increase sight word vocabulary.

- Look at the story for words that may be on our word wall.
- Be a word detective. Can you find a word that doesn't look and sound the way it is spelled?
- Some words are used a lot in our language, but they don't sound the way they should. Let's type _____ into our brain's computer to help us remember this word. (Pretend to type the words on top of your head.)
- We have to remember _____ does not sound the way it should, but every time we see these letters making that word, it will always be _____.

KNOWLEDGE AND EXPERIENCE COACHING

Help students use their background knowledge and common sense to determine meaning from the text. Draw students' attention to visual clues, words, and sentence structure.

- Does _____ make sense in that sentence?
- Try a new word that may make more sense.
- Reread it to see if that new word sounds right to your ears.
- Does it look like it could be the word you said?
- Is it too long? Is it too short? Is it just right? Do you remember the story of Goldilocks? Words should always be just the right length.
- When you said _____, it didn't make sense to my ears. What other word could you try?
- Does that new word look right and sound right?

DECODING COACHING

Help your students develop phonemic awareness to understand the letter/sound relationships of initial consonants, final consonants, blends, digraphs, onsets, rimes, prefixes, and suffixes in one-syllable and multi-syllable words.

- Do you know the beginning sound of that word?
- Do you recognize any other part of the word?
- When you look at the word, is there a chunk that you have seen before? Underline it with your finger. What is the sound of that chunk?
- Did you look at the middle and the end of the word?
- Do you know another word with that same ending rime or word family?
- Do you see any blends or digraphs?
- Can you find the base word?
- Can you locate a prefix or a suffix?

COMPREHENSION COACHING

Be sure your students understand what they are reading. Teach them to identify the characters, setting, plot, and solution. Help your students make predictions and inferences about the story.

- Can you retell the story?
- Who are the main characters in the story?
- Where does it take place?
- When did this part of the story take place?
- Is there a problem in the story?
- What were the actions taking place?
- How do you think the problem will be solved?
- Read ahead. Were you right in your prediction?
- What was the solution to the problem?
- How did the story end?
- What feelings did the characters have in the beginning, middle, and end of the story?

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PICTURE CLUES COACHING

Teach your students to use the clues in pictures to identify unknown words in the text. Look for information about the characters and the setting of the story in the pictures.

- Whom do you see in the picture?
- Tell me all of the names that character could be called. (e.g., girl, daughter, princess, sister, classmate, etc.)
- How is the character feeling?
- What is happening in the picture?
- What details do you see in the background?
- Where is the story taking place?
- Can you make any predictions from this picture?
- Does it look like there may be any problems in this story?

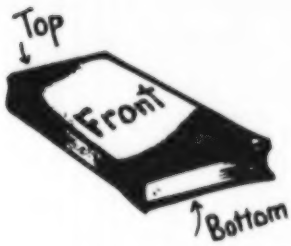
Remember to share *Guided Reading Coaching Tool* with parent helpers, student teachers, and assistants so that your students consistently receive the coached language needed to guide them toward becoming independent readers.

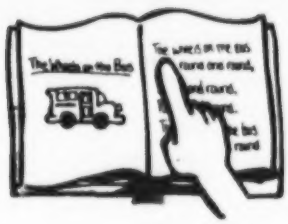
Two Ways to Mark the Guided Reading Assessment Form

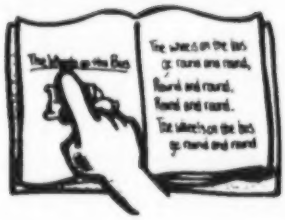
1) Teachers with lots of paperwork and mandatory assessments already in place may choose the simple way of marking the form. Add a check mark for success with individual skills, a date when the strategy has been mastered, and a brief comment when needed.

OR

2) Teachers may prefer to use the Assessment Code (see next page) to show progress when completing this form. If you choose this method, you should make several copies of the assessment for each child and mark it quarterly.







___ identifies blends (bl, tr, st, pl, pr, etc.)
___ identifies digraphs (ch, sh, ph, wh, th)
___ locates base words
___ locates prefixes
___ locates suffixes

High-frequency Words _____ _____
___ locates high-frequency words in text

Knowledge and Experience _____ _____
___ rereads using meaning cues
(Does that make sense?)
___ rereads using structure cues
(Can you say it that way?)
___ rereads using visual cues
(Is it too long, too short, or just right?)
___ cross-checks to see if the word looks right, sounds right, and makes sense

Fluency _____ _____
___ reads text fluently
___ identifies punctuation marks
___ uses inflection in voice

Comprehension _____ _____
___ retells the story in his or her own words
___ identifies characters
___ identifies setting
___ identifies plot
___ identifies solution
___ makes predictions
___ makes inferences

ASSESSMENT CODE

S = The reader uses this strategy *successfully*.	**N** = The reader *needs improvement* using this strategy.
I = The reader is *improving* using this strategy.	**X** = This strategy is not being used by the reader.

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How to Use GUIDED READING COACHING TOOL

Guided Reading Coaching Tool was designed by teachers for teachers, to simplify reading instruction. A handy, quick resource for beginning as well as master teachers, this tool provides a clear focus for guided reading groups and can be used with any text, on any grade level in elementary school. This is the perfect solution for the growing number of teachers who are being held accountable for students performing below grade-level reading. Because the information covers a continuum of learning, struggling learners, E.S.L. students, and advanced learners will all benefit from the step-by-step skill sequence that is used.

When a child or group has mastered one reading strategy, the teacher moves to the next. Since the format is so simple, anyone can use this teaching tool: Parents, volunteers, student teachers, interns, and assistants can tutor small groups or individuals with ease.

About the Authors

Daphne Byrd *Polly Westfall*

For close to 20 years, Polly Westfall has shared her enthusiasm for teaching in elementary schools in North Carolina, Georgia, and Tennessee. This national board certified teacher utilizes the unique strengths and talents of her students, her parents, and the community to find innovative ways to reach every child. Recognized as Teacher of the Year and Outstanding Elementary Educator in two different schools, Polly is a graduate of the University of Georgia, where she received her Bachelor of Science degree in Early Childhood Education.

Daphne Byrd is an energetic special educator with almost two decades of experience teaching struggling learners. She draws from a wealth of knowledge on how to individualize instruction and creatively teach small groups of special students. Daphne is an expert in teaching reading using music, storytelling, repetition, and rhyme. She partners her special students with children in regular education classes to foster positive relationships between regular and special students. A graduate of Appalachian State University, with a Bachelor of Science degree in Special Education, she was also recognized as Teacher of the Year.

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Guided Reading Coaching Tool

Designed as a step book, *Guided Reading Coaching Tool* is a quick and handy resource for one-on-one as well as small-group reading instruction. Simple and self-explanatory, this collection of strategies is a breeze for anyone to use—teachers, classroom volunteers, and parents—and is applicable to any text on any grade level in elementary school.

Scripted language and sample questions are provided with each topic—Directionality, Picture Clues, One-to-One Correspondence, Decoding, High-frequency Words, Knowledge and Experience, Fluency, and Comprehension. And the Guided Reading Assessment form is an added bonus. Requiring only a minimal amount of time each day, this assessment, when used throughout the year, helps to identify students' strengths and weaknesses.

With *Guided Reading Coaching Tool* in hand, teachers will be able to help their students climb, step-by-step, to success in reading.

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